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ABSTRACT

The major portion of this document is devoted to an explanation for language arts teachers of ways to construct classroom games which can increase students' language and reading skills. Also included are suggestions and recommendations for designing and using different types of learning centers, for setting them up, for selecting the right type of furniture and color coding, and for maintaining an attractive classroom. Examples of the types of learning centers are: an individualized reading center which gives the student an opportunity to select any book he wishes from the classroom library; a creative writing center which enables a student to select any writing assignment in the creative box, turn in a rough draft, revise the work, and submit a final copy for a grade; a listening center in which the student listens to three to five minutes of a favorite kind of music, and then selects either a story or song to read or write about; and a "how to do" center which shows the student how to follow directions carefully and encourages him to do stitchery, paper folding (origami and paper airplanes), soap carving, or ice cream stick architecture. (SW)

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***SUGGESTIONS AND RECOMMENDATIONS FOR DESIGNING A CLASSROOM ENVIRONMENT***

1. Learning Centers.
   Learning Centers are used very frequently on the elementary level, but are used too rarely on the secondary level.
   The basic concept of a learning center is to make learning material available to students at all times, and at the student's initiative (as opposed to passing a single worksheet out to all students at once).

2. Making Centers.
   Centers should be durable. The best way to ensure that your center will not be destroyed is to cover boxes with contac paper, cover all contents with clear contac or plastic "sleeves".
   Put the directions to the center in an obvious place.
   If possible, centers should be self-correcting.

3. Setting Centers up.
   Centers should be spread out around the room as much as possible to avoid large congregations in a single area.
   A center should stay pretty much in the same place all the time.

4. Furniture.
   Long tables usually work better than desks. This is because tables are better for activities requiring space, and can be arranged in more interesting patterns.
   If you have old furniture, invite students in and paint it.

5. Color Coding.
   Color coding eliminates confusion among classes (getting class folders in the wrong box, etc.), and gives brightness to the room.

6. Classroom maintenance.
   Having everything out in the open rather than hiding in the teacher's desk is frightening at first, but if the teacher is vigilant at the beginning of the year, students will soon take pride in the class, too.
   Everyone likes an attractive room; it is something no one outgrows.

# Learning Centers !

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The use of learning centers is common in elementary schools, but remains uncharted territory in the upper grades. Kids do not outgrow learning centers, however!

The learning centers described below were tried in eighth grade English classes. On Thursday and Friday for five consecutive weeks, the class devoted its time to the centers instead of to "regular work". Each center contains its own set of requirements and directions. Most of the centers involve things you probably have in your classroom already (e.g., games, puzzles, listening posts), but the fact that kids could really devote two entire class periods to heretofore frivolous activities was exciting.

Centers are especially good if you are "stuck" with a straight reading program. As you can see, all these centers involve reading to some extent.

As for you, the teacher -- control problems are practically nonexistent. So relax

* * *

LEARNING CENTERS Your choices:

1. Individualized Reading Center -- Select any book from the classroom library, curl up in the quiet corner and read all period.
   250 pages = A 150 pages = B 100 pages = C

2. Creative Writing Center -- Select any writing assignment in the creative writing box. Turn in a rough copy, revise your work, and turn in a final copy for a grade.

3. Typing Center -- Type a page from any book, magazine or material in the room.

4. Listening Center -- Three to five minutes of your favorite kind of music, and then either a story, song or article to read and write about.

5. Posters Center -- Select from 50 to 75 famous quotations and sayings at the center. Use one of the quotations and create a poster to illustrate the quotation...using your imagination and artistic ability.

6. "How to Do" Center -- Do you follow directions carefully? Follow the easy directions and learn "how to do" one of the following"
   -stitchery
   -paperfolding (origami and paper airplanes)
   -soap carving
   -ice cream stick architecture

7. Mystery Center -- Whodunit? Solve three or four baffling crimes using your ability to discover important clues.

... ...continued on following page

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8. Games Center - Challenge a friend or friends to Monopoly, Stratego, Landslide, Clue, Probe, Scrabble, etc. Why games in an English class? You have to read the directions and cards in order to play the games correctly.

9. Filmstrips Center - Select from ten filmstrips. Read orally and answer questions on any four.

10. Puzzles, Mazes, Crosswords -- Three categories: E (Easy), M (Medium-rare), and H (Hard). In the hard category, some brain teasers that are guaranteed to keep you up nights thinking of the solution.

* * *

These are only brief descriptions of the centers. Each center contained much more elaborate directions. Each center also had checklists for students to turn in to indicate that they had followed directions and accomplished the tasks at the center.

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PAPER AIRPLANE CENTER

Consists of pages cut out from The Great International Paper Airplane Book by Mander, Dipple and Gossage ($2.95, published by Simon & Shuster). Pages are stiffened by covering with clear contac paper. This book is a compilation of entries and winners in the great international paper airplane contest sponsored by Scientific American magazine.

MYSTERY CENTER

(1) Mini mysteries, cut out from Scope magazine and mounted on tagboard (covered with contac paper). Number each mystery and keep your key by your desk. (easy)
(2) Two-minute mysteries from the book by the same name by Sobol (Scholastic Books, 50¢). Cut up the book, cover the answers with masking tape, mount the pages between sheets of clear contac paper. (average difficulty)
(3) Puzzlers for Young Detectives mysteries (by Franken, published by Scholastic Books, 60¢) cut out of book and kept in plastic sleeves. (fairly difficult).

FREEBIES CENTER

Chapters cut out of 1,000 Valuable Things to Get For Free by Weisinger (Bantam, 75¢). Put chapters in manila envelopes and label the titles on the envelopes. Directions for writing a business letter should be in an obvious place nearby.

WRITING CENTER

(1) Inspirations. Mount three library envelopes on railroad board. One envelope contains "who" cards, e.g., "the shaggy dog", "the beautiful princess"; one envelope contains "did what" cards, e.g., "chased his shadow", "bit his tongue"; one envelope contains "where" cards, e.g., "in the mad duke's castle","at the beach". Students are to take one card from each envelope to form a sentence... which will start them on a composition.
(2) Picture Box. Cut out pictures from Stop, Look and Write by Leavitt and Sohn, and Pictures for Writing by Sohn (Bantam Pathfinder, 75¢ each). Mount pictures on tagboard with clear contac paper.
(3) Job Cards. Job cards can be kept in a recipe box and contain miscellaneous creative writing activities. Categories of job cards might be... Invented Circumstances", e.g., "Describe the table manners of a man with invisible false teeth"; "First Sentences", e.g., I just noticed that our English teacher was wearing two different shoes, a bright blue sandal on her left foot, a rather dirty white sneaker on her right. I knew today was going to be different."; "Settings, Characters and Problems", e.g., "Setting: a haunted house; Character: a lady pioneer; Character Trait: happy; Problem: the main character becomes sick with a tropical disease."
(4) Magazine cut-out story starts. Cut out "pregnant beginnings" from advertisements magazine and newspaper articles, etc. Mount them on separate cards.

CLASSIC COMICS CENTER.

Classic comics can be found in stores that specialize in old and valuable comic books They generally cost about 25¢ each. Cover them with acetate term paper protectors. Make an all-purpose worksheet to be filled out after reading the comic.

TOGETHERNESS CENTER.

Create miscellaneous activities for students to do in pairs. Also you can include tongue twisters. A good book of tongue twisters is A Twister of Twists, A Tangler of Tongues by Schwartz (Lippincott, $1.95).

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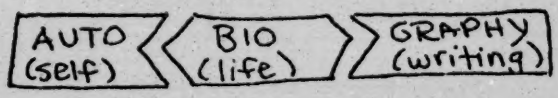
SOME SELF-CORRECTING ACTIVITIES...

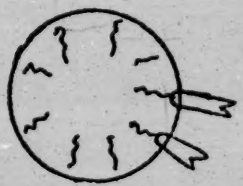
WORD CHEWING MONSTER PUZZLE (From Individualizing through Learning Stations by Godfre
Write words on slips of railroad board. Divide this word by (1) syllables, (2) base word, prefix, suffix, or (3) compound words -- depending on the skill you wish to emphasize. Cut between the divider. Put all the pieces into a manila envelope. Students are to put the pieces back together to form the correct words. This is a self correcting activity, because the edges are all cut differently. (Have students write the words on a sheet of paper as a second check).



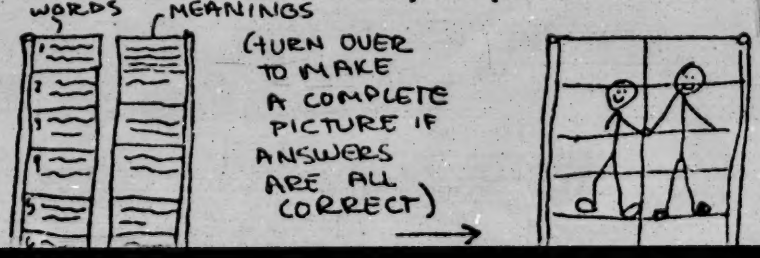

CLUE WORDS
Make a slider like this.

Words which appear in the window have a base word. Students are to write down the base word. Answers are written on the back of the slider. You can also use this method to test syllabication, vocabulary recall, synonyms, etc.
This slider can also be used for password games.

CONTRACTION AND HOMONYM WHEELS (from Individualized Reading, by Garrison)
Using a pizza wheel, write contraction words or homononym words around the edge. On clothespins, write the contractions or homonyms. On other side of pizza wheel, write the correct answers (be sure they match up with the other side). Students are to put the clothespin answer on the pizza wheel. When they are finished, they turn the wheel over, and if all answers are correct, they will match up.



PICTURE MATCHUP (Idea developed by Mark Levy, Santa Cruz H.S.)
Mount a picture (about 8-1/2" X 11" size) on piece of cardboard. On other side, write vocabulary words and their meanings (words on left side, numbered; meanings on right side). Cut out the words and word meanings into equal size strips. Using the spine to the acetate term paper folders, students match up words and meanings. If all answers are correct, the picture will be complete on the other side.



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MAKEASENTENCETHATMAKESSENSE

Put nouns, adjectives, verbs, adverbs and prepositional phrases on strips of railroad board (different colors for each type of word). Put each category of words in envelo mounted on railroad board. Students are to pick ten of each type of word and form sentences.

PUZZLES CENTER

Ditto off puzzles that you have been able to find. . A good source of puzzle books is Scholastic books. You can also find Word Search puzzle books easily; these puzzle: are especially popular. Put puzzles in plastic sleeves, and categorize them if you like. Keep all puzzles in a special box for students to use when they need something to do.

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# SAMPLE JOB CARDS

1. Look at the first page of a newspaper.
2. Copy all the abbreviations you can find.
3. Write the meanings of all you can find.
4. Make a second list of all the abbreviations you cannot identify.

1. Write four things you eat.
2. Write four things you drink.
3. Write six things you wear.

1. Write three things that are square
2. Write four things that are round,
3. Write one thing that does not have any shape.

In a magazine, find pictures of the four round things. Cut them out and paste them on the back of your paper.

Put each word in the proper category.

Category
You can eat it.
You can wear it.
Things to read.
Size.

| Words: | | |
|---|---|---|
| rice | clogs | maps |
| broad | bulletin | sardines |
| tales | thin | stockings |
| trinkets | shoestring | jumbo |
| serape | beret | sign |
| | kimonos | pomegranate |

Too Many Ands
Rewrite the story below. Use four sentences. Strike out the word "and" between the sentences.
We got a new puppy last week and his name is Fido and his tail wags as soon as I come in the door and I feed him.

Cut out an ad.
Underline the real facts in blue.
Underline the opinions in red.

Find a picture of your favorite car.
Paste it to colored paper.
Write all the reasons why you like this car.
Be a good salesman.

Draw a picture or find a magazine picture of one object.
Name as many things as you can that it can be used for.
Example:

pencil

1. Doing schoolwork
2. Writing letters
3. Scratching your head.

Newspaper
1. On one page, circle all the words in red.
2. Circle all and words in green.
3. Cross out is in blue.

Sears Catalogue
Pick out all the things you want from the Sears Catalogue without going over $100.
Write down what you picked and the price.
Add up each item to get the total cost.
Pick one item and tell why you would like to have it.

Sears Catalogue
How many different colors does the Sears "Best Washer & Dryer" come in?
List the colors.

Pretend you are a parking meter. Tell what you would see in a day.

Describe how you would spank a porcupine.

You are a pocket. What do you hold?

Your doorbell rings and someone has le left a package. Inside, there is a pair of glasses. When you put them on, you can see into the future. What do you see?

Holes
Tear a hole in a piece of paper. What do you think this hole could become in your imagination? Draw a picture around it. Then, write a story about your completed picture--whatever it is.

***ly thanks to teachers of Sunnyvale School District for these job card ideas.

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# Hints for Constructing GAMES

1. Use the heaviest railroad board available.

2. When you will be using a full sheet of railroad board for your game, cut the sheet in half, and rejoin it using Mystik tape. This makes the game board easier to store.

3. Cover <u>everything</u> in clear contac paper. This costs about 49¢ per yard and the cost is well worth it .. saves wear and tear and graffiti from ruining your handiwork.

4. You do not have to be an artist to make a game...Use stickums that are sold in stationary stores, cutouts from magazines and jazzy stationary to decorate your games. Use rubber cement (rather than white glue) for pasting. White glue lumps under contac paper.

5. Dice, chips and other game paraphernalia are often available in teacher supply stores -- just ask!

6. Store equipment for games in 7 X 10" (or so) manila envelopes. Put the directions for each game on some jazzy stationary, glue these directions to envelope, and cover with clear Contac. Hang game materials on pegboard, if possible.

# DESIGNING A BOARD GAME

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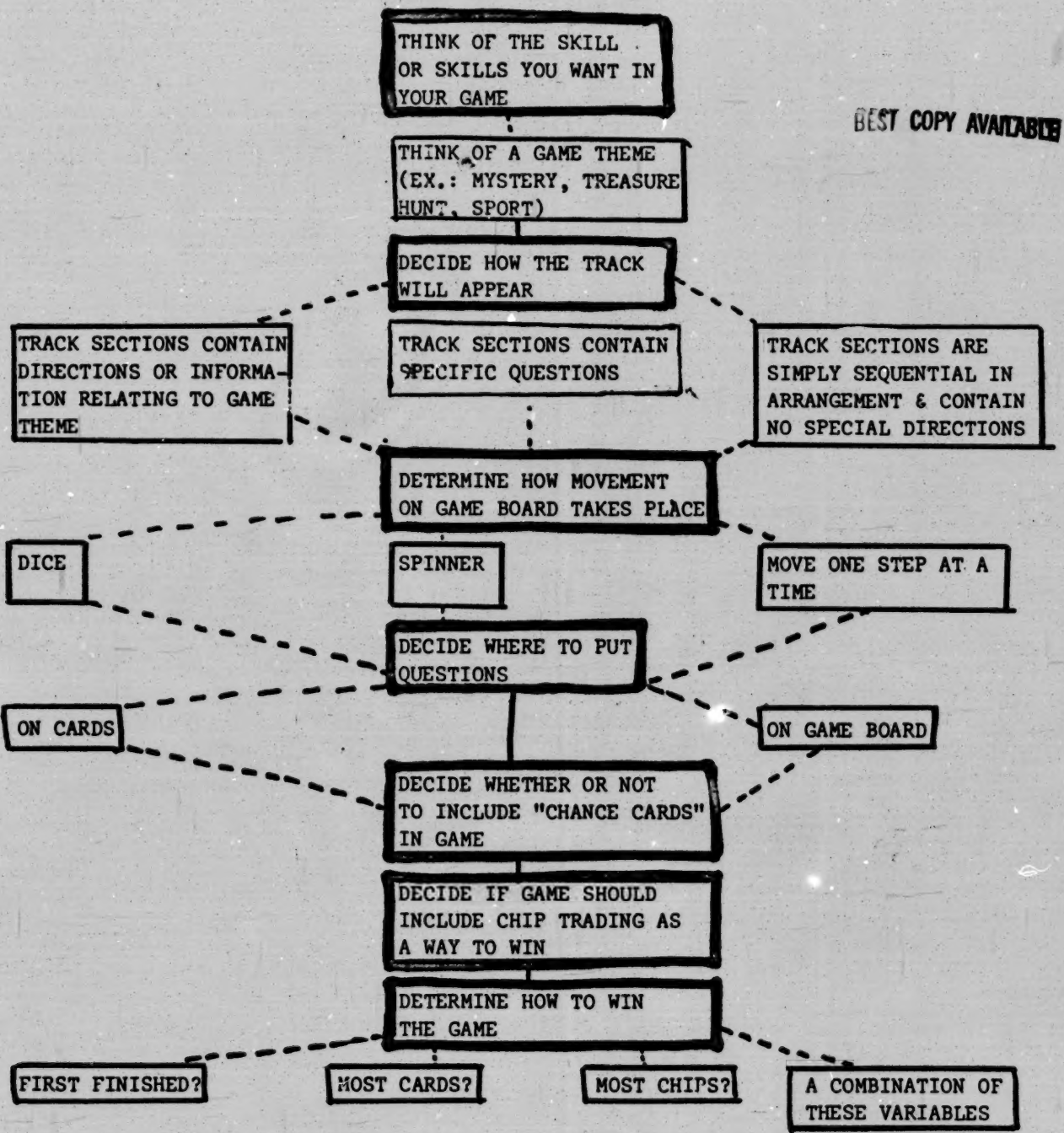
THINK OF THE SKILL OR SKILLS YOU WANT IN YOUR GAME
THINK OF A GAME THEME (EX.: MYSTERY, TREASURE HUNT, SPORT)
DECIDE HOW THE TRACK WILL APPEAR
TRACK SECTIONS CONTAIN DIRECTIONS OR INFORMATION RELATING TO GAME THEME
TRACK SECTIONS CONTAIN SPECIFIC QUESTIONS
TRACK SECTIONS ARE SIMPLY SEQUENTIAL IN ARRANGEMENT & CONTAIN NO SPECIAL DIRECTIONS
DETERMINE HOW MOVEMENT ON GAME BOARD TAKES PLACE
DICE
SPINNER
MOVE ONE STEP AT A TIME
DECIDE WHERE TO PUT QUESTIONS
ON CARDS
ON GAME BOARD
DECIDE WHETHER OR NOT TO INCLUDE "CHANCE CARDS" IN GAME
DECIDE IF GAME SHOULD INCLUDE CHIP TRADING AS A WAY TO WIN
DETERMINE HOW TO WIN THE GAME
FIRST FINISHED?
MOST CARDS?
MOST CHIPS?
A COMBINATION OF THESE VARIABLES

A suggestion: The most useful games for classroom use are those boards which are "open-ended"; that is, in which the questions can be written on cards and changed from time to time to involve different skill areas or different ability levels.

# Games!

**CAN YOU END IT?**

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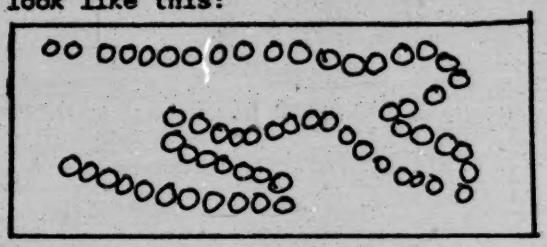
Materials: dice
End It cards
chips
2-4 players

Playing the Game:

1. Each player starts with 25 chips and 5 cards (containing endings).
2. First player rolls dice; when he lands on a word, each player chooses an ending for the word and lays it down.
3. The first player then must add the ending to the word by spelling it correctly.
4. As he spells each word, each player gives him a chip for his ending.
5. If he spells it wrong, he must give a chip to the player with the correct ending.
6. The endings are then returned to the bottom of the draw pile and each player takes a new card.
7. Next turn proceeds as first turn.
8. The Winner: Person with the most chips at the end.
9. Special Note: You may only put down an End It card that makes a word; NO NONSENSE WORDS. If you put down a nonsense ending, you must give up a chip.
10. If a player doesn't have an ending that makes sense, he may draw another card.

Constructing the Game

You will need to buy poker chips.
End It cards contain the following endings: er, es, est, ing, ment, ful, tion, s
Game Board:
Use heavy railroad board cut in half, so that game can be folded and stored more easily. Put words that can be ended with one or more of the endings on the End It cards on the circle stickers. (These circle stickers can be purchased in most stationary stores). Put stickers in a path arrangement.
Board should look like this:



**CYCLE**

Materials: Dice
Cycle cards
2-4 players

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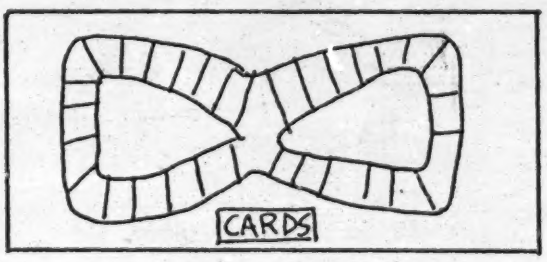
Playing the Game:

1. Roll the dice to see who goes first; the highest does.
2. The point of the game is to collect as many Cycle cards as possible. You must say and spell the root word of every Cycle card you draw in order to keep the card. All the players must agree on its correctness.
3. Follow the directions in each square. The directions will tell you how many Cycle cards to take or give up.
4. If you draw a Cycle card, say and spell the root word on the card. If your answer is correct, you may keep the card. If your answer is incorrect, you may be challenged.
5. Challenges: If a player gives an incorrect response, another player may challenge him/her. If the challenger gives the correct response, he/she may then keep the card. If you are challenged, you must give up your card to the person with the correct answer.
6. Any number of players may be on one square.
7. The Winner: The first person across the finish line with the most cards.
8. The course should be run more than once.
9. Variation: Run the course five times.

Constructing the Game:

Game board should be set up with a circular or figure 8 track.
Each square contains some reference to cycling, and instructions for gaining or losing cards, e.g.,
"Handle grips loose; lose two cards."
"Braking into turn; lose one card."
"Off to good start; take two cards."
"Pass up opponent; Take one card."
You can decorate game board by cutting and pasting photographs from Cycle magazine.
Cycle cards contain words with root words. You can make these difficult Latin root words or easily-found root words.
As well, this game board may be used to test other skills, e.g., homonyms, synonyms-antonyms, etc.

Game board looks something like this:



**HOOVER 500** (use the name of your school)

Materials: Hoover 500 cards
8 race cars (numbered 1 - 8)
2 players only

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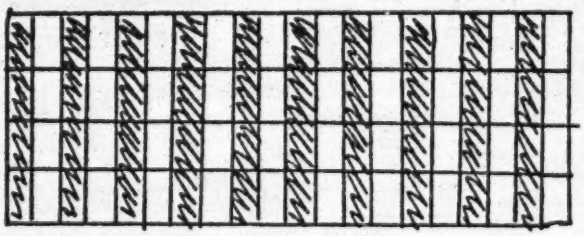
Playing the Game:

1. One player begins on the yellow striped end with cars 1, 2, 3, and 4. The other player begins on the green striped end with cars 5, 6, 7, and 8.
2. Players can move any car.
3. First player draws a card. If the player can think of a synonym (word that means the same) , he may move any one of his cars one space. In addition, if he can think of an antonym (word that means the opposite) for the word on the card, he may move any one of his cars another space. If one of his answers is not correct, he may not move.
4. Next player does the same.
5. If a player moves into a space already occupied by another player's car, he bumps that player's car back to "Start".
6. The Winner: the player who reaches the other end of the board with the most cars.
7. Note: When the player draws a card, he does not have to think of a synonym for the word on the card first -- he can think of an antonym and then a synonym.
8. Variations:
   a. Use 4 players with two cars each.
   b. Play the game using only antonyms or only synonyms. The game will take longer this way.

Constructing the Game:

Game Board is made up of one-half sheet of heavy railroad board.
Make each strip about one inch wide. Strips should alternate colors. Divide board lengthwise into four sections.
Buy cheap toy racecars for the markers; number them 1 - 8.
Game Board should look like this:



Hoover 500 cards contain words for which synonyms and antonyms can be found.

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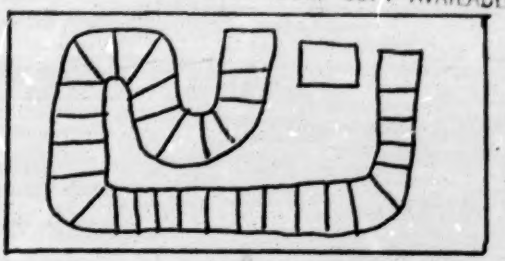
**SUPER SLEUTH**

Materials: Super Sleuth playing board
Super Sleuth cards
dice (1)
chips
place markers
egg timer
2-3 players



Game Board

Playing the Game:

1. The object of the game is to finish first with the most chips.
2. Each player starts with 30 chips.
3. First player rolls dice;the square he lands on will tell him whether he loses or gains chips.
4. If the square says, "Take ___ chips", this means the player takes that number of chips from each of his opponents.
5. If the square says, "You lose ___ chips", this means the player must give th that many chips to each of his opponents.
6. Super Sleuth cards. If you land on a square containing a Super Sleuth figure, you must draw, and try to answer the question on, a Super Sleuth card. You have three minutes (use the egg timer) to answer the question.
   a. If you answer the question correctly, you may collect five chips from each opponent.
   b. If you answer incorrectly, or are unable to answer the question, your opponents may challenge you.
   c. If your opponent challenges you, and is able to answer the question correctly, he/she then collects five chips from other players.
   d. Return used Super Sleuth cards to bottom of the pile.
7. Next turn proceeds as first turn.
8. The Winner: Person who finishes first with the most chips.

Constructing the Game:

Game board should be set up with a windy-road type of track.
Squares will contain directions that refer to mystery/detective situations and directions for gaining or losing chips and/or moving ahead or back on the board.
Examples:
"The butler did it! Take 1 chip."
"Your contact with the underworld has been murdered. You lose 1 chip."
"You learned the password to a dangerous spy ring. Take 2 chips."
"You lost your briefcase with all your notes. Go back to Go."
"Your secretary has been giving your top secret files to the underworld. Move back two spaces."
There should be about 32 squares altogether. Nine spaces at least should contain Super Sleuth figures. Super Sleuth figures should be somehow representative of detectives--a drawing of a magnifying glass would do. I used a caricature on a surprise party greeting card. Contents of Super Sleuth cards are on the following pages.

Super Sleuth Card Mysteries

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The footprints of the murderer lead directly to the Sneadly house. When questioned, Mr. Sneadly refused to admit that anyone in his family had committed the crime. He did give the police a clue, however, which led to the discovery of the murderer. He said, "The father of the person you are looking for is my father's son, yet I have no brothers and no sons." Whom was Mr. Sneadly accusing?

Answer: his daughter

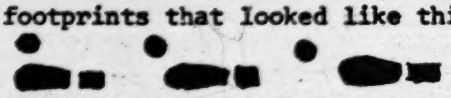
A playful thief left the following message to his victims:

DON'T CRY
SPILT MILK

What piece of advice was he giving to them?

Answer: Don't cry over spilt milk.

Detective Hemlock Jones studied the footprints that looked like this:



What would the person look like who made such a footprint?

Answer: Peg-legged

The circus ringmaster was found dead. In his tent was found the following note:
THEODORE'S FATHER, HERMAN, DIDN'T WRITE
The clue in the note enabled the police to arrest the guilty person. Who was he?
Hint: Look inside the words for the answer.

Answer: Each of the words of the note contains a word which helps make up the answer: THE FAT MAN DID IT.

A man felt in danger for his life. He received a letter in the mail which made him even more fearful. The message simply read:

What was the meaning of this message?

Answer: A sock in the eye

The detective trailed the suspect to his apartment, but when he broke in, he discovered that the suspect had left in a hurry. The only clue as to where the detective could locate the suspect were pieces of paper torn up. These pieces of paper contained the following letters:

HOTSWAGINN

Where had the man gone?

Answer: Washington

A man was found badly beaten and unconscious in his home. His money had not been taken. The police could not get any information out of the man (as he was delirious), except for the phrase, "Creaking Joints", which the man moaned over and over again. The police knew that the thief was either the man's Aunt Clara, who was very crippled and was 82 years old, or the butler. From the beaten man's message, though, they knew Aunt Clara was guilty. Why?

Answer: Creaking joints refers to Aunt Clara's cripped condition.

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The Mad Murderer hid his latest victim's body in a strange place. But he wanted the police to spend their time looking for the body, so that he could have a chance to get away. Therefore, he sent the police a mystery message. It said: "Look in the Farmer's Market, in the section for

TOMoooooooo ."

Where was the body?

Answer: In the tomatoes

A man was arrested for false advertising after putting the following ad in the paper:
FOR SALE! UNIVERSAL SOLVENT. THIS NEWLY DISCOVERED LIQUID WILL DISOLVE ANY MATERIAL KNOWN TO MAN. BUY NOW! ONLY $1.00 PER BOTTLE. POSTAGE PAID.
Why would this ad make the police suspicious?

Answer: If the solvent could have disolved anything, it could not be contained in a bottle.

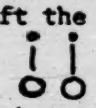
A lady riding in a taxicab talked so much that the driver finally decided to pretend that he was deaf and dumb. He had not spoken since she got in the cab, so he pointed to his mouth and ears to indicate that he could neither hear nor speak. The lady paid her fare after reading the amount on the meter; then the cab pulled away. Suddenly, the lady realized that a trick had been played on her. What made her realize this?

Answer: How could the cab driver have known where to let her off if he could not hear?

A few weeks ago we read in our local newspaper of a terrible crime. A life has been taken. The paper told the full story. As we read the news item, we knew the person who had taken a human life would not be brought to trial in our courts. In spite of the fact that he was guilty, he will never be sent to prison nor even spend a night in jail.
Do you know why?

Answer: It was suicide.

An old woman who had lost the use of her voice was robbed. The police asked her to give them any special features that the thief had.
Since she couldn't draw well, she left the message below:



What was she saying about the thief's face?

Answer: Circles under the eyes.

A man was runnign a counterfeit (phony) money racket. The gangsters called him T.D. Snite. When Private Eye Ima Nut heard this name, she was able to immediately guess at the occupation of the man running the racket.
What was the occupation of this man?

Answer: Dentist (anagram words)

A burglar robbed a bank of $5,000. Unfortunately for the burglar, his license plate (which he had ordered especially from the Motor Vehicle Department) gave away his name?
This is what the plate looked like:

337 31770

Who was the burglar? LOOK CAREFULLY.

Answer: Ollie Lee

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Two spies were caught with important inv information about an atomic bomb. They would not reveal when the bomb was to be set off, but they did have in their possession a message from their government which read as follows:

TISISTHGINOT

This is what our government needed to know to stop the bomb from being dropped. When was the bomb to be set off, judging by this message?

Answer: Tonight is the night.

A teenager witnessed his father's death from a heart attack. He needed to tell the authorities the reason for the attack, but had laryngitis. Instead, a drew a picture of the thing his father had seen that had frightened him so. What was it?
Hint: The square is a window.

Answer: A giraffe going by.

A wealthy man was found murdered in his mansion. On a note near the body, the police found a piece of paper on which was written the phrase, "neat chair." This led the police to believe that the man had been murdered by his niece. What was the niece's name?
Hint: Unscramble the letters.

Answer: Catherine

**HOOVER BOWL**

Players: 2 - 4 players (if 4 players, form two teams)

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Materials: Game board, Hoover Bowl cards, Place markers, Question cards

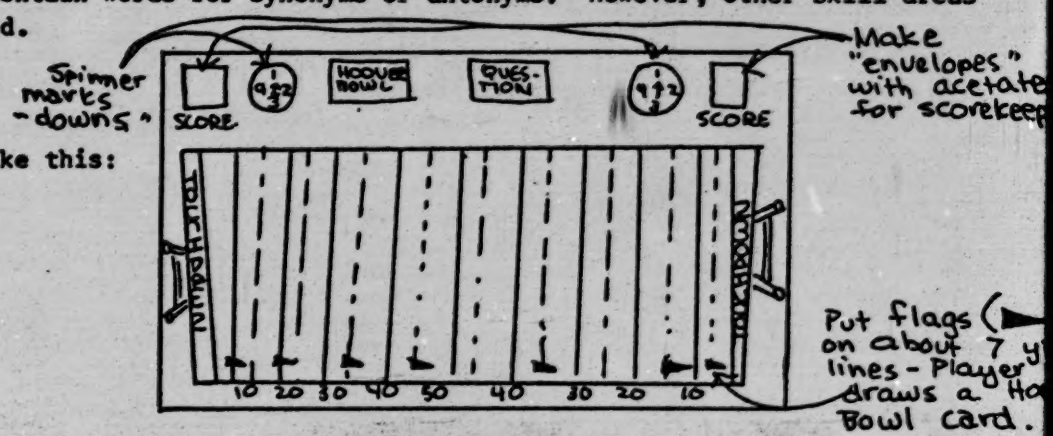
Directions:

1. Play begins with each player or team at the opposing 20-yard line for the kickoff.
2. Player #1 draws the top Question card.
3. The player must supply a synonym for the word on the question card. If the synonym is correct, the player gains 5 yards.
4. Downs:
   a. As in football, the player has four chances, or downs, to earn ten yards. Keep track of each player's or team's downs by moving the spinner after each down.
   b. After the player or team has gained ten yards, he begins again at down #1.
   c. If a player does not successfully move ten yards ahead after four downs, he loses his next turn.
5. Hoover Bowl Cards: If a player lands on a yard line marked by a flag, he must draw a Hoover Bowl card. The Hoover bowl card will give further directions.
6. Scoring: When a player reaches the end zone, he scores seven points -- touchdown and conversion. Place the score in the proper score box using a piece of scratch paper.
7. The end of one quarter is marked when a player or team makes a touchdown.
8. After a player or team scores a touchdown, each player or team returns to the 20-yard line for kickoff.
9. Winner: The player with the highest score at the end of four quarters. In case of a tie, there will be a Sudden Death round.
10. Team Play: Use one marker per team; players alternate turns playing for the team.
11. Variations: Supply antonyms or root words for Hoover Bowl card words.

Constructing the Game:

Hoover Bowl cards contain such references to football as:
"Off sides! Lose five yards."
"Clipping penalty. Lose 15 yards."
"An injured player. Go back five yards."
"The Long Bomb. Move to the 10 yard line and get ready for a touchdown."
"You intercept a pass. Gain 10 yards.
Question cards contain words for synonyms or antonyms. However, other skill areas can be emphasized.

Board should look like this:


Spinner marks "downs"
SCORE
HOOVER BOWL
QUES-TION
SCORE
Make "envelopes" with acetate for scorekeep
TOUCHDOWN
TOUCHDOWN
10 20 30 40 50 40 30 20 10
Put flags ( on about 7 y lines - Player draws a Ho Bowl card.

**SAFARI**

Players: 2-3-4 players

Materials: Game board Dice Egg timer
Place markers 30 chips (jungle bank)

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Directions:

1. The object of the game is to finish the Safari first with the most animal (unendangered!) skins (chips).
2. Each player begins with two animal skins (chips).
3. First player rolls the dice and goes to the proper square. The square he lands on will give him further directions.
4. If the player follows the directions in the square correctly, he collects one animal skin (chip) from the jungle bank.
5. Safari cards:
   a. If you land on a square containing an animal picture, you must draw, and follow the directions on, the top Safari card.
   b. If you follow the Safari card directions correctly, you will collect the number of animal skins (chips) indicated on the card.
   c. Return used cards to the bottom of the pile.
6. Next turn proceeds as first turn.
7. The Winner: Safari member who reaches the Safari Hotel first with the most skins (chips).

Constructing the Game:

Game board should be set up with a windy-road type of track.
Squares should contain references to a safari. For example:

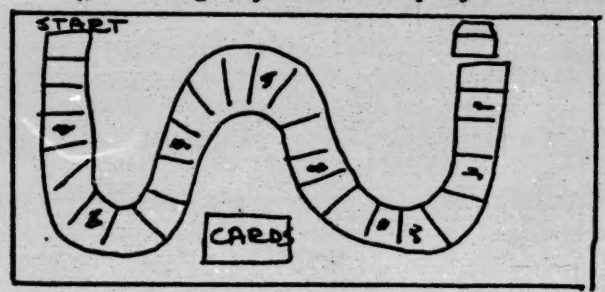
"Your safari must cross the Congo River safely. Pay two skins to ensure safe passage."
"You are fainting from heat prostration. Go back two squares."
"Quicksand! Move back to start."
"Elephant stampede. Move forward two spaces, quickly."

Safari cards contain short tasks involving direction-following

"Find a book. Open it to page 13. Count to the fourth sentence. Tell the 6th word in that sentence."
"Draw a large square. If 7 is a smaller number than 5, write 4 X's in the upper right hand corner of your paper. Write the consonants in your first name below the square."
"Name three letters or letter combinations which could be added to ACE to form three words in English."

There should be about 33 squares in all. About 10 of these squares should contain animal pictures (or some such marking) to signify that the player should draw a Safari card.

Game board looks like this:



**"LINE-UP!"

Materials: Line-up game board — Dice
Line-up cards — 20 game chips per player

Players: 2-4 players only

Directions:

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1. Each player beings with 20 chips.
2. Determine the order of play by throwing the dice.
3. First player goes to the proper circle after throwing the dice.
4. If player lands...
   on an orange circle, he draws 2 cards.
   on a yellow circle, he draws 3 cards.
   on a red circle, he draws 4 cards.
5. The player then studies his cards and determines which of the historical events on the cards comes first, which comes second, and so on.
6. The player may consult any resource material in the classroom to reach his conclusions, but he may not hold up the game needlessly. (most answers are in your history textbook).
7. The player receives one chip from each opponent for every card he has placed in the correct order.
8. He returns the cards to the discard pile.
9. Play then continues with second player.
10. Winner: Player who finishes first with the most chips.

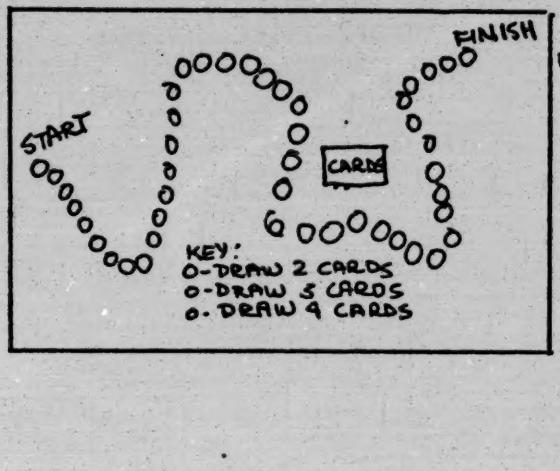
Constructing the Game:

Line-up cards contain various historical events (world history, U.S. history, etc., depending on your subject area).

This game could also be adapted to reviewing the course of events in a novel, or for more elementary students, arranging words in alphabetical order...in short, any type of situation in which you wish to emphasize sequence.

Game board-track is made by arranging orange, yellow and red circles (or any other colors you wish) in a path.

Game board looks like this:




N.B! STICKERS ARE THREE DIFFERENT COLORS!

# TWO EASY-TO-MAKE CARD GAMES FOR VOCAB. SKILLS

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****THE CLYDE KLUNK GAME****

This game is played like the game of Old Maid.

Materials: Deck of Clyde Klunk cards, containing pairs of synonyms, antonyms or words with the same base word plus one Clyde Klunk card (funny face, etc.)

Players: Any number

Directions:

1. Divide the cards evenly among all players.
2. Put all pairs of synonyms*into the middle.
3. Begin trading. Take one card from the player to your left each time you trade.
4. Trade until all your pairs are in the middle.
5. The person left with the Clyde Klunk card is the loser.

*Variation: base words, antonyms

****BASE WORD POKER****

Materials:- Deck of base word poker cards, ccntaining base words, prefixes & suffixes. There can be as many cards as you like, as long as there is an approximately equal number of these three types of cards.

Players: 3 or 4 only

Directions:

This card game is patterned after the game of poker. The point of the game is to collect as many chips as possible after at least six rounds of playing.

1. Players begin with 25 chips each.
2. Each player enters the game by placing one chip into the game pot. (This is called an ante in poker).
3. The dealer deals five cards to each player. Players then try to form words in English by combining base words, prefixes and suffixes in their card hand. No card may be used more than once to form a word.
4. Players will also note how many prefixes, suffixes and base words they have in their hands (i.e., how many cards of each kind). This will affect scoring.
   Prefixes are marked by ORANGE dots.
   Suffixes are marked by RED dots.
   Base words are marked by BLUE dots. (Use gummed stickers to mark cards).
5. Based on how good a player's hand is*, (s)he will place a bet of 1 - 3 chips (3-chip limit on bets).
6. Players then discard any unwanted cards and the dealer exchanges these for new cards.

Poker (continued)

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8. Players then show their hands. The person with the highest hand* wins the round and takes all the chips in the pot.
9. Begin playing again.
10. Winner: Person with the most chips at the end of at least six rounds of play.
11. Elimination: If you run out of chips, you are out!
12. Tie: In case of a tie, there is a run-off hand.
13. Warning: (1) Don't bet any chips on a bad hand. Stay out of the game instead. (2) Do not tell anyone what is in your hand.

*WINNING HANDS in Base Word Poker

"Royal Flush" - two words in English
"Straight Flush" - one word plus one pair of either: prefixes, suffixes or base words.
"Full House" - one word
"Flush" - five of one kind of card
"Straight" - four of one kind of card
"Two Pair" - two different pairs of cards
Remember! You may not use any card more than once in a hand!

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**HISTORICAL POKER**

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Materials: Deck of historical poker cards

Players: 3 or 4 only

Directions:
This card game is patterned after the game of poker. The point of the game is to collect as many chips as possible after at least six rounds of playing.

1. Players begin with 25 game chips each.
2. Each player enters the game by placing one chip into the game pot. (This is called an ante in poker).
3. The dealer deals five cards to each player.
4. There are four suits of cards -- or categories:
   - Leaders and Rulers
   - People in the Arts
   - Scientists and Inventors
   - Philosophers and Religious Leaders
5. You must determine the suit or category of each person on your cards. If you are not sure who the person is, you may consult any reference material in the classroom, but you must not take such a long time that you hold up the progress of the game.
6. Based on how good a player's hand is, (s)he will place a bet of 1-3 chips (3-chip limit on bets).
7. Players then discard any unwanted cards and the dealer exchanges these for new cards.
8. Players then have the final round of betting; 3-chip limit.
9. The players then show their hands. The person with the highest hand wins the round and takes all the chips in the pot.
10. Begin playing again.
11. Winner: Person wit the most chips at the end of at least six rounds of play.
12. Elimination: If you run out of chips, you are out!
13. Tie: In case of a tie, there is a run-off hand.
14. Warning: Don't bet any chips on a bad hand. Stay out of the game instead. Do not tell anyone what is in your hand.

WINNING HANDS:
ROYAL FLUSH - one of each of the suits
STRAIGHT FLUSH - one hand of all one suit (5 of one kind)
FULL HOUSE - four of one kind
FLUSH - three of one suit, two of another
STRAIGHT - three of one suit
TWO PAIRS - two different pairs

Teachers' Note: Historical poker cards contain names of historical figures (and their birth-death dates) which fall into the four categories mentioned above (Leaders and Rulers, People in the Arts, Scientists and Inventors, and Philosophers and Religious Leaders. You can relate this to any era or type of history you wish (U.S., world, modern, ancient, etc.). You could also have two decks: an "average" deck and a "genius" deck.